Syllabus Committee Objectives

1. Understand and describe the purpose of a syllabus with a learner-centered approach.
2. Plan and compose a syllabus template consistent with the philosophy of our curriculum, which could be used in any course in our Baccalaureate program.

Readings:


Examples of syllabi:
Please review syllabi from present and previous courses, as well as the examples of sections in Grunert’s book.

Key Concepts:

Active thinkers: Those engaged in speaking and listening, reading, writing, and reflecting about a topic of interest.

Active learning: Involving students in doing things and thinking about what they are doing

Learner centered syllabus: "A learning-centered syllabus requires that you shift from what you, the instructor, are going to cover in your course to a concern for what information and tools you can provide for your students to promote learning and intellectual development” (Diamond, p. xi).

Course content: (three categories)
- Content that all students will be required to know.
- Content that you will make available to support individual student inquiry or projects.
- Content that might be of interest only to a student who wants to specialize in this area.

Purpose of the course: Why the course exists, how it fits into the larger curriculum and for whom it was designed.
**Course description** - Description of the course and explanation of how the course will be conducted.

**Course objectives** - Defines students accountability—what they will have to do and under what conditions. A basic plan for what is to be accomplished and how that it will be evaluated.

**Course calendar** - schedule of the course material, includes list of assignments and when they are due.

**Syllabus Functions** - functions that support, engage, and challenge students as they participate in instructional activities

**Discussion**

1. Using the discussion board, list and describe five fabulous “must have” functions of a learner-centered syllabus.
   An initial response will be due on Wednesday night, April 16th.

2. Using the discussion board, read and explain the following case scenario from the viewpoint of the instructor and the student. (Address whether the functions of the syllabus worked or not). As you view each other’s posts, try to add to the perspective if possible.

   James is in his third year of college. He maintains a 3.8 GPA. He is working and attending school full time. He attributes planning/scheduling for his ability to be successful in school. At the beginning of this semester, James read through his syllabi, careful to note his responsibilities and when exams were scheduled. He noticed in one of his classes the instructor had scheduled tests on Thursday and Fridays, so he scheduled the tests for this particular class in his planner. He also noticed that for this same class, he would be working in a learning group.

   About a week ago, the instructor opened the test on a M/T instead of the TH/F. James had missed the Monday class because his wife had had a baby. James attended class on Wednesday and that is when he was notified that the test was “now closed”. James went and talked with his instructor and explained that his understanding according to the course syllabus was that tests were on TH and F, and he had not yet taken the test. The instructor explained that she had taken the liberty to change the test to the M/T and even if he wasn’t in class, “Isn’t he involved with his learning group enough to have been told by one of his group that the test had been changed?” After a long conversation, the instructor finally said that she would allow James to take the test but he would have to be docked a certain percentage because he had had “longer” than the other students to study. The instructor wanted to take off 10%, James finally negotiated to take the test and have 7% taken off to save his final grade.
**Timeline & Activities**

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<td>Complete required readings, answer discussion questions, copy your fabulous functions to the WIKI to start our syllabus. Feel free to start adding content and form and we will use the WIKI to edit.</td>
<td>1st Draft: Fabulous Five on Wiki for editing and improving. Continue to add content and form according to Grunert’s and readings.</td>
<td>2nd Draft: Content, form, and functions organized and posted on Wiki for editing and improvement.</td>
<td>Final draft by 1600 Sunday, finished product on Wiki and will be submitted @ 2000</td>
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We need to create a syllabus so as you do your reading, keep in mind which things we want to include in our learner-centered syllabus. We can make a specific course syllabus or just make the template, whatever you would like.

Headstart!!!
We have a lot of work to do so start by copying your “fabulous” functions on the WIKI and we can continue to work in our colors to start adding content and revise things according to the readings and what we think will work in our program. Include thoughts on how many functions we want on our syllabus and whether we want this as a template for a specific course or just a template to be used for the program. Remember that we are developing the syllabus for a learner-centered course.

**References:**


http://www.celt.iastate.edu/teaching/syllabi.html

http://www.4faculty.org/Demo/read2_main.htm